



English Term 3 Coverage (Grade 6 General)

مراجعة نهاية الفصل الدراسي الثالث للصف السادس عام

Level 3.1

Term 3
2024-2025



Index :

1- Reading part.

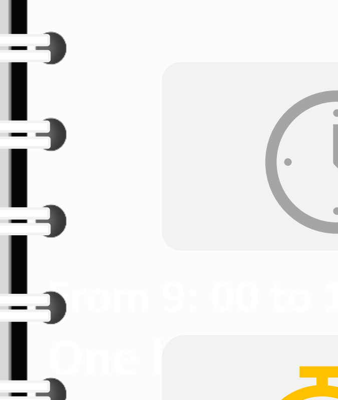
2- Maze part.

3- Writing topics.



Exam will be







* (paper part 1: writing)
* (online part 2 : reading &maze)



Two hours and half





Swift Assess+ paper

Term 3 Assessment Coverage

محتوى الاختبار



مواصفات الاختبار النهائي لمادة اللغة الإنجليزية للصف الخامس المتقدم (الفصل الثالث)

	Part 1	Part 2	Part 3	Part 4
الاختبار الورقي (الكتابة)	**Opinion question about the topic** **أعطى رأيك** في هذا الموضوع **ولماذا**؟	**Plan section** الإجابة عن الأسئلة الثلاثة المتعلقة بالموضوع وذلك عن **طريق عمل مخطط**	**Writing a paragraph with 3 parts** كتابة موضوع موسع عن الموضوع والإجابة عن الاسلة الثلاثة **(مقدمة-عرض-خاتمة)**	**Inference question** قراءة فقرة والإجابة عن السؤالين (**سؤال فهم** – **وسؤال أعطى اثبات من** الفقرة على اجابتك في السؤال الأول)
الاختبار الالكتروني (القراءة والقواعد)	Part 1 \2		Part 3 \4 \ 5\6	
	قواعد (أملئ الفراغات في الفقرة من خلال **MAZE :** اختيار الإجابات الصحيحة		**قراءة فقرة** واختيار الإجابة الصحيحة **Reading comprehension :** (اختيار من متعدد)	

امتحان القراءة والقواعد (الكتروني)

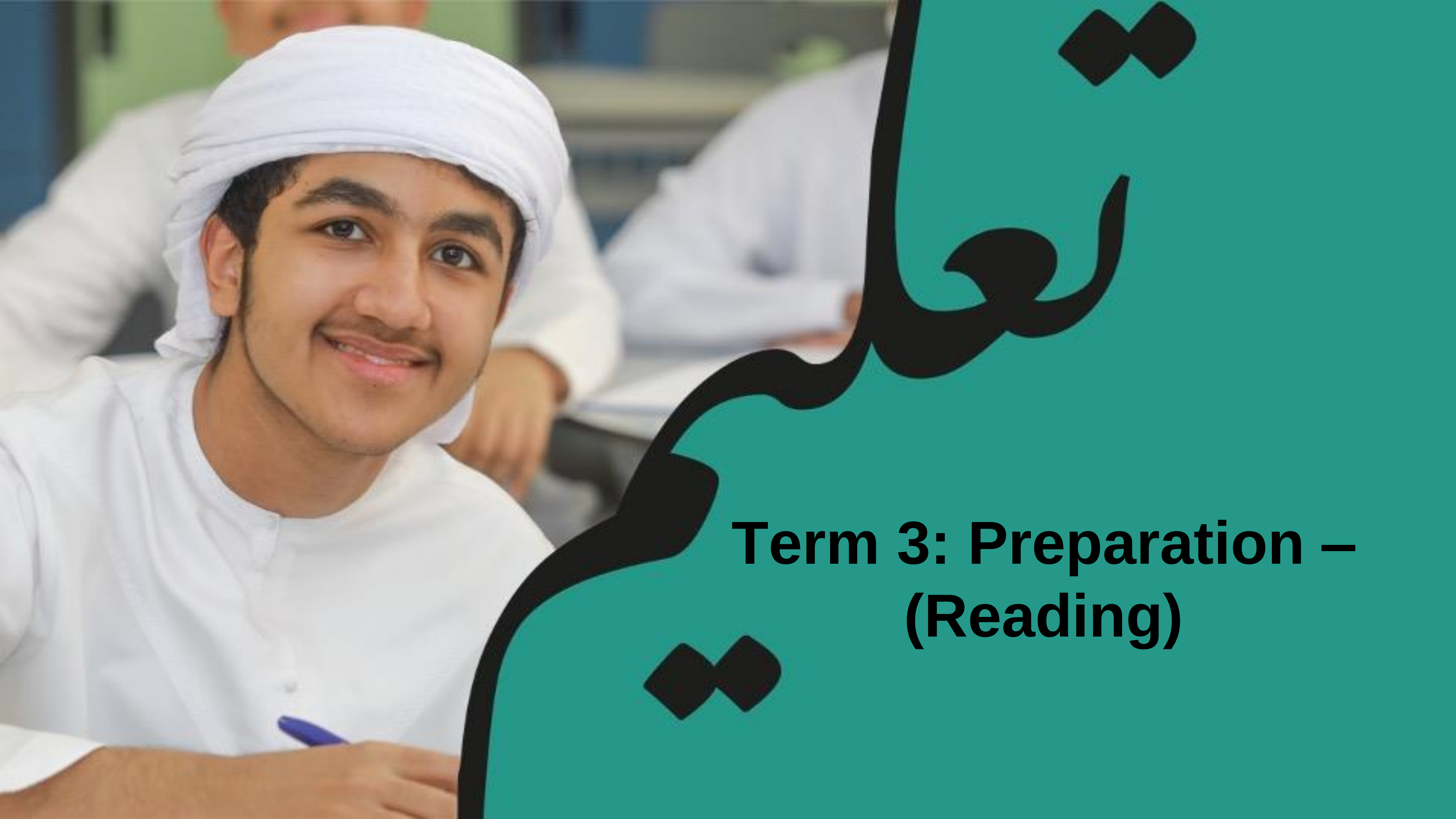
السؤال 1(قواعد MAZE):
اختاري الإجابة الصحيحة لاستكمال القطعة

السؤال 2(قواعدMAZE):
اختاري الإجابة الصحيحة لاستكمال القطعة

Sections	Question Type and Instruction	Outcomes Assessed	Number of Questions and Question Description	Constructs
Part 5	MAZE task multiple-choice questions ——— Read the text and answer a, b or c.	ENG.02.2.3.XX.002 Read and identify familiar words and set phrases in short, simple texts on familiar topics.	5 questions Gap-fill sentences within a MAZE text that test students' awareness of basic grammar and sentence phrasing.	Remember and Understand A: Foundational proficiency Phase 2 A1 – A1+ - simple - familiar - informative Text length: 80 words
Part 6	MAZE task multiple-choice questions ——— Read the text and answer a, b or c.	ENG.03.2.2.XX.030 Recognise key features of text organisation.	9 questions Gap-fill sentences within a MAZE text that test students' awareness of at-level grammar and sentence phrasing.	Remember and Understand B: Grade-level mastery Phase 3 A2 – A2+ - simple - familiar topics - informative Text length: 200 words

امتحان القراءة والقواعد (الكتروني)

السؤال3 (قراءة) : اقرئي الفقرة واختاري الإجابة الصحيحة	Part 7	Multiple-choice questions Read the text and answer a, b or c.	LL1.R.I.2 Identify specific ideas or pieces of information in short, simple texts.	6 questions Multiple-choice reading comprehension questions that demonstrate application of reading skills. Answers explicitly stated.	Application and Analysis A: Foundational proficiency Phase 2 A1 – A1+ Text: - simple - informative Text length: 170 words
السؤال 4 (قراءة) : اقرئي الفقرة واختاري الإجابة الصحيحة	Part 8	Multiple choice questions Read the text and answer a, b or c.	ENG.03.2.3.XX.004 Read and understand the overall meaning of simple texts on familiar and concrete topics.	1 question Multiple-choice reading comprehension questions that demonstrate application of reading skills. Answers explicitly stated.	Application and Analysis B: Grade-level mastery Phase 3 A2 – A2+ - simple - familiar topics - narrative Text length: 150 words
السؤال 5(قراءة) : اقرئي الفقرة واختاري الإجابة الصحيحة	Part 9	Multiple choice questions Read the text and answer a, b or c.	ENG.03.2.3.XX.005 Read and identify specific information in simple texts on familiar and concrete topics. ENG.03.2.3.XX.006 Read and understand some details in short texts on familiar and concrete topics.	6 questions Multiple-choice reading comprehension questions that demonstrate application of reading skills. Answers explicitly and implicitly stated.	Application and Analysis B: Grade-level mastery Phase 3 A2 – A2+ - simple - familiar topics - informative Text length: 250 words
السؤال 6قراءة) : اقرئي الفقرة واختاري الإجابة الصحيحة	Part 10	Multiple choice questions Read the text and answer a, b or c.	LL3.R.M.2 Identify the main idea of a section of simple and some complex, extended text when explicitly stated.	3 questions Multiple-choice reading comprehension questions that demonstrate application of reading skills. Answers implicitly stated.	Application and Analysis B: Grade-level mastery Phase 3 A2 – A2+ - simple - familiar topics - informative Text length: 250 words


تعليم
Term 3: Preparation – (Reading)





Term 3 Coverage

	Animals		Science		People
غابة	forest	عالم	scientist	خال\عم	uncle
أرنب	rabbit	يتغير	change	خالة\عمة	aunt
اعتناء	to look after	مظلم	dark	مهتم	interested
ذيل	tail	يرى	see	حديث	modern
فرشاة	brush	نبات	plant	جميل	beautiful
أوراق	leaves				
قطة	cat				



Let's do some Reading practice :







1. https://www.liveworksheets.com/w/en/english-second-language-esl/89599
2. https://www.liveworksheets.com/w/en/english-second-language-esl/116813
3. https://www.liveworksheets.com/w/en/english-second-language-esl/1044167
4. https://www.liveworksheets.com/w/en/english-second-language-esl/482662
5. https://www.liveworksheets.com/w/en/english-language/1737737

The Box

Can you open it for me, please? I want to know what's inside," Qasim asked.

"I can't. It's too difficult to open. This box looks very old," said Abdullah.

The day before, Saad called Abdullah and Qasim and said, "Are you two ready for another adventure?" They both agreed. "Great, shall we meet tomorrow at the bus stop?" he asked.

"Yes, will you text us the directions later? I hope that it won't be too hot," Abdullah said.

Qasim was excited. *It's always fun when Saad comes over to my house, he thought. I'm glad I met him in Cycle 2. This adventure is going to be the best!*

Saad wrote them the text, "Shall we get the bus at 8am? To get there from my villa, you turn right and walk to the end of the road, turn on to the big road and you'll see it. Before we meet, I'm going to go to the shop to get water and check the weather."

They travelled a while, then the bus arrived at the last stop. When they got off, the boys were going down a small road, pointing to a large ghaf tree. Saad said, "That's where we're going, boys. When I went inside the coffee shop, I heard an old man talking. He said that a long time ago, people buried things near the tree. They wanted to keep them safe when they travelled. They dug them up later when they were going back home. Some boxes might still be there!"

The boys got to the tree and started digging. Soon, they saw something in the sand. It was a box.

The boys are trying to see ____.

a. what's in the box
b. if the box is hard to open
c. how old the box is

What is Abdullah worried about?

1. the directions
2. the weather
3. the bus journey

Who will be giving them the directions?

1. Abdulla
2. Qasim
3. Saad

*****BONUS*****How did the boys first meet?

a. as they were visiting a home
b. when they were going cycling
c. while they were studying together

What made Qasim happy?

1. waiting to go on an exciting journey
2. thinking about school
3. going to a friend's house

Why will Saad go out before the adventure?

1. to send the group a message
2. to get the bus to his villa
3. to see if the weather is good

Why did the boys go searching under the ghaf tree?

1. An old man wanted to keep something safe.
2. Saad buried something near the tree.
3. Saad heard a story at a shop.

What is the text about?

a. best friends going on an adventure
b. how to find a ghaf tree in the desert
c. an old man who lost a box by a tree

A Special Tree

"Grandfather, can I ask you about ghaf trees? My friend and I are going to write a report on it for class, but we don't know much about it," said Khalid.

His grandfather began to speak, "I know some interesting facts about these trees. They grow here in the Middle East, but also in Asia and Africa. Plant them, and they will easily grow. They can live for more than 120 years in the desert. It's interesting that they grows without much water. In the past, travellers used the ghaf tree to make medicine. Farmers also used the leaves for animal food.

In the hot and dangerous desert, travellers were sometimes hurt by snakes and scorpions. When that happened, their hope was to find a ghaf tree. They could use the water from the tree to clean their cuts. Travellers could also lie down to sleep under the tree during the night if they were travelling far.

Today, people still love ghaf trees. They plant ghaf trees in hot deserts to help animals like goats and camels. The desert eagle owl lives in the ghaf and the oryx and desert fox rest near them. The wood is used to build houses and for fires. People even eat the leaves in salads. This type of salad is very special. The ghaf is so important that it is the national tree of the UAE."

When his grandfather finished, Khalid said, "I hope to make sure more of them grow. Thank you, grandfather, I will tell my friend you helped us a lot."

Why does Khalid ask his grandfather for help?

1. to get information for his lesson
2. to report a problem with a tree
3. to learn how to help his friend

This tree is special because it doesn't ____.

1. grow very easily
2. need a lot of water
3. live for a long time

The ghaf tree grows ___.

a. only in Africa
b. just in the Middle East
c. many places, including Asia

According to the text, why is the ghaf tree interesting?

1. It was used to help sick travellers.
2. Travellers rested under it during the day.
3. Animals easily find food near it.

*****BONUS*****What do people use the ghaf tree for?

1. to keep away wild animals
2. to make homes
3. to keep goats

How are the leaves of the ghaf tree used today?

1. People make food with them.
2. They are burnt in fires.
3. Animals live in them.

Khalid wishes to ____ a ghaf tree one day.

1. plant and take care of
2. tell his friend to plant
3. help his grandfather plant

What is the text about?

a. how to plant a ghaf tree
b. where to find trees in the UAE
c. the UAE's most important tree

Term 3 preparation: Grammar



Grammar Coverage



Topic(s): Animals, science, people.

ECFE Grammar	Prerequisite Grammar	GSE Grammar	Functional Language
Modals: present	'can' to refer to ability in the present (29)	'must' to express obligation and necessity in the present and near future (37) 'have to' to express obligation and necessity in the present and near future (37)	Describing places Expressing opinion Describing past experiences and events
Past time: past simple	basic statements with subject + verb + object (24)	affirmative statements using common regular past simple forms (30)	
Clauses and phrases: imperatives	subject pronouns with 'be' in the simple present (24)	verbs in the imperative (27)	

Fatima must eat her vegetables.

Checking questions	Can Fatima leave her vegetables? Is it possible not to eat them? Does she have a choice?
Grammatical structure	**Using 'must' and 'have to' to express obligation and necessity in the present and near future.** subject + 'must' + infinitive (base) verb + object subject + 'has / have to' + infinitive (base) verb + object للتدريب على القاعدة أرجو الضغط على الرابط
Usage	We use 'must' and 'have to' with a main verb to say that there is no choice. For example, in the statement "you must leave," "must" is a modal verb indicating that it's necessary for the subject ("you") to perform the action of the verb ("leave"). 'Must' is often used for strong personal obligations or official rules. 'Have to' is used for external rules and responsibilities.
Other examples	Fatima must study for her science exam. You have to brush your cat's hair every day. Sara must visit her aunt's house today! Do you have to go to school today?

MUST

We use **must** to express a stronger point of view. "We need to …" "We have to…" The modal **must** also expresses opinion, one person's point of view.

Examples

- We must fasten our seatbelts.
- You must stop playing computer games.
- She must learn to drive. It will be very useful.
- Banks must examine all documents.

HAVE TO

Something you need to do following a rule.

***Structure*;**

Have/Has to + Base Form of the Verb

Examples

- He has to see the doctor.
- You have to drive slower than 110 km/h on highways.
- What have you to say for yourself?
- You have to wear uniform in class.

CAN - CANNOT

Simple Present Tense

Woodward ENGLISH

USES OF CAN

1. **ability or possibility**
   - I can swim.
2. **permission**
   - You can use my pen.

CAN + VERB* *Base form of the infinitive

He can speak English. ✓

He can speaks English. ✗ *No S*

He can to speak English. ✗ *No TO*

AFFIRMATIVE / NEGATIVE

		Affirmative			Negative		
SINGULAR	I	can	speak English.	I	can't	speak French.
	You	can	ride a bike.	You	can't	ride a horse.
	He	can	drive a car.	He	can't	drive a truck.
	She	can	play the guitar.	She	can't	play the piano.
	It	can	swim.	It	can't	fly.
PLURAL	We	can	play football.	We	can't	play tennis.
	You	can	see the stars.	You	can't	see germs.
	They	can	dance.	They	can't	sing.

QUESTIONS

+ Affirmative: They can speak Spanish.

? Question: Can they speak Spanish?

Short Answer: Yes, they can. / No, they can't.

CONTRACTION

can't = cannot

He *can't* sing.
= He *cannot* sing.

Amal walked to school with her sister.	
Checking questions	Is Amal walking to school now? Do we know when she went to school?
Grammatical structure	**Past time: past simple** subject + verb -ed + object للتدريب على القاعدة أرجو الضغط على الرابط
Usage	We use past simple to describe actions that started and finished at an undefined time in the past. We can make past simple sentences with regular past verbs by adding –ed to the infinitive (base form of the verb).
Other examples	We looked for his shoes. They played in the park. I studied for my exam.

Past Simple in English



What is the Past Simple Tense?

The past simple helps us talk about actions that happened in the past and completed actions that took place at a specific time in the past.

Examples

- I went to the store yesterday.
- She did her homework last night.
- We had dinner at a restaurant last week.
- He was at the park yesterday.
- They read a book last month.

How to Form the Past Simple

The past simple is formed by using the base form of the verb and adding **-ed** to the end (for regular verbs).

- **walk → walked**

It's also used with the auxiliary verbs **"did"** and **"have."**

- **"I did my homework."**

The past simple can also be used with the verb **"be."**

- **"I was at the park yesterday."**

Past Simple Formula:

Subject + **verb** (base form) + **-ed/did/have/was**

Open your book.	
Checking questions	Is the teacher asking or telling the children to do something?
Grammatical structure	**Clauses and phrases: imperatives** infinitive (base verb) + complement ‘Don’t’ + infinitive (base verb) + complement للتدريب على القاعدة أرجو الضغط على الرابط
Usage	We use imperatives to give an order, advice or instructions. Imperatives are constructed by using the base form of the verb (the infinitive) without a subject. They are direct commands, requests, instructions, or directions.
Other examples	Talk to your father! Go to class, please! Stand over there! Don’t sit down!

الجملة تبدا بفعل مجرد

Sentence starts with an infinitive verb

IMPERATIVES IN ENGLISH



Giving Orders	Giving Instructions	Giving Warnings	Giving Advice	Signs
• Come here now! • Sit down! • Line up immediately! • Be quiet! • Listen to me!	• Take a rest twice a day. • Open your book on page 10. • Read the passage carefully.	• Do not stand under the tree. There is lightning. • Do not smoke. It is bad for your health. • Do not drive too fast. The road is icy.	• Study hard and you will pass the exam. • Eat vegetables as part of a healthy diet. • Exercise at least three times a week.	• Give way • Stop • Don't litter • Drive slowly • Don't walk on the grass • No speeding



Term 3 preparation:

Functional language

Amal lives in a beautiful, big house.

How many scientists work in that tall building?

What colour is your aunt’s house? It is brown and white.

Functional language point	**Describing places** للتدريب على القاعدة أرجو الضغط على الرابط
Associated grammar	**adjectives**, noun phrases, prepositional phrases

I had lunch with my family.

Where did you go yesterday? I went to my uncle's house.

Hamad walked to school with his brother.

Functional language point	**Describing past experiences and events** للتدريب على القاعدة أرجو الضغط على الرابط
Associated grammar	Wh- questions, past simple, adverbs of time

Ahmad believes rabbits are beautiful.

I think I am taller than my sister.

What do you think?

Functional language point	**Expressing opinion** للتدريب على القاعدة أرجو الضغط على الرابط
Associated grammar	adjectives, verbs, noun phrases





SAMPLES OF (MAZE)

Staying Healthy at Work

To stay healthy at work, employees **1.(...........)** follow certain rules. First, they **2.(............)** wash their hands regularly, especially before eating or after using shared equipment. Good hygiene helps prevent illness from spreading.

Offices **3. (............)** be full of germs, so cleaning your desk often is a good habit. If someone feels sick, they must **4. (.............)** at home to avoid infecting others. Sometimes, employees **5. (.............)**wear masks, especially during flu season or if there's an outbreak.

The company also provides wellness programs. Employees **6. (..........)** join fitness classes or sign up for a free health check. These programs are optional, but they can **7.(.............)** workers feel better and be more productive.

1. a) must b) can c) could
2. a) have to b) have c) can
3. a) must b) can c) have to
4. a) staying b) stay c) stayed
5. a) have to b) could c) can
6. a) have to b) has to c) can
7. a)helping b) helps c) help

Answers:

1) A
2) A
3) B
4) B
5) A
6) C
7) c

A Weekend in the Mountains

Last weekend, Anna and her friends **1.(............)** to the mountains. They **2. (...............)** early on Saturday morning and **3. (..............)** at the cabin before noon. The weather **was** sunny and perfect for hiking, so they **4. (..............)** their bags and **walked** along a forest trail.

In the afternoon, they **found** a beautiful lake and **had** lunch by the water. Later, they **5.(..............)** to the cabin, **cooked** dinner, and **played** games until midnight. Everyone **6.(.................)** the day.

On Sunday, it **rained**, so they **7.(................)** inside. They **watched** movies and **talked** about their favorite parts of the trip. In the evening, they **drove** back home, tired but happy.

1. a) go	b) goes	c) went
2. a) leaves	b) left	c) leave
3. a) arrive	b) arrived	c) arrives
4. a) pack	b) packed	c) packs
5. a) returned	b) return	c) returns
6. a) enjoyed	b) enjoys	c) enjoy
7. a) stay	b) stayed	c) stays

Answers:
1) C
2) B
3) B
4) B
5) A
6) A
7) B

Morning Routine for a Healthy Day
Start your day the right way with these simple steps:
1(..........) early to give yourself enough time. **2(.................)** a glass of water as soon as you get out of bed. Stretch your body or **3.(.............)** some light exercise. 4.**(...........)** a healthy breakfast like fruit, eggs, or whole grains. **5.(..............)** your teeth before leaving the house.**6.(.............)** your day and 7**.(.....................)** positive!

Following this routine can help you feel energetic and focused all day long

1. a) Waking up b) Wake up c) Wakes up
2. a) Drinks b) Drinking c) Drink
3. a) doing b) does c) do
4. a) Eating b) Eat c) Ate
5. a) Brush b) Brushing c) Brushes
6. a) Plan b) Plans c) Planning
7. a) stayed b) staying c) stay

Answers:
1) B
2) C
3) C
4) B
5) A
6) A
7) C

Trip to the City Museum

Last Saturday, our class **1.(............)** the City Museum. We **took** the bus at 9 a.m. and **2.(...........)** at the museum around 10. Before entering, the guide said, "**Turn off** your phones and **3.(..........)** with your group at all times." Inside the museum, we **could** see ancient tools, dinosaur bones, and famous paintings. We also **had to** wear visitor badges during the tour. The guide told us, "**Do not touch** any displays and **4.(..........)** carefully."
After the tour, we **5.(...............)** lunch in the museum garden and **6.(..........)** photos with our friends. It **7.(........)** an exciting and educational

1. a) visited b) visit c) visits
2. a) arrives b) arrive c) arrived
3. a) stay b) stays c) staying
4. a) listens b) listen c) listening
5. a) eat b) ate c) eating
6. a) took b) taking c) take
7. a) is b) were c) was

Answers:
1) A
2) C
3) A
4) B
5) B
6) A
7) C



Term 3 preparation:

Functional language



Preparation : Writing

امتحان الكتابة (ورقي)

ECFE Alignment: Level 3.1			Term Weighting: 40%	Domain: Reading and Writing
Sections	Question Type and Instruction	Outcomes Assessed	Number of Questions and Question Description	Constructs
Part 1	Writing task Free-response opinion question	ENG.03.4.3.XX.004 Plan ideas before writing. ENG.03.4.2.XX.009 Apply spelling rules and conventions when writing. ENG.03.4.3.XX.010 Use basic language structures in writing.	5 marks, marked using a rubric Students are asked to produce at least one sentence that contains their opinion about the topic of an essay prompt.	Remember and Understand Application and Analysis Higher-order thinking A: Foundational proficiency B: Grade-level mastery C: Advanced application Phase 3 A1+ - A2
Part 2	Writing task Free-response plan	ENG.03.4.3.XX.004 Plan ideas before writing. ENG.03.4.2.XX.009 Apply spelling rules and conventions when writing. ENG.03.4.3.XX.010 Use basic language structures in writing. ENG.03.4.3.XX.025 Write short, simple texts on familiar topics.	5 marks, marked using a rubric Students are asked to produce a plan to answer an essay prompt.	Remember and Understand Application and Analysis Higher-order thinking A: Foundational proficiency B: Grade-level mastery C: Advanced application Phase 3 A1+ - A2

السؤال1 (سؤال مفتوح):
ما هو رأيك في الموضوع؟
كتابة جملتين على الأقل

السؤال 2 (عصف ذهني):
اقرئي ثلاثة أسئلة واجيبي عنها
من خلال القيام بعصف ذهني

السؤال3 (كتابة موضوع):
استخدمي الإجابات من السؤال الأول لكتابة موضوع كامل الفقرات (مقدمة-عرض-خاتمة)

السؤال4 (إجابة مفتوحة): اقرئي الفقرة ثم اجيبي عن السؤالين :
السؤال 1: يعتمد على فهمك للقطعة
السؤال 2: لماذا كتبتي هذه الإجابة للسؤال 1

Part 3	Writing Task ——————— Extended response	ENG.03.4.2.XX.009 Apply spelling rules and conventions when writing. ENG.03.4.3.XX.010 Use basic language structures in writing. ENG.03.4.3.XX.025 Write short, simple texts on familiar topics.	25 marks, marked using a rubric Students are asked to produce an extended text in response to a prompt and three bullet points.	Remember and Understand Application and Analysis Higher-order thinking A: Foundational proficiency B: Grade-level mastery C: Advanced application Topics: Food and drink, animals, sports and leisure activities. Expected text length: 30 words
Part 4	Free-response question ——————— Read the text and answer the question. Use full sentences.	LL4.R.In.1 Infer complex information needed for comprehension when it is not directly stated in complex, extended texts. LL4.R.P.2 Consider how information from extended texts can be used after reading or listening.	Inference - 2 marks, marked using a rubric A free-response inference question that tests deep understanding of the text. Justification – 3 marks, marked using a rubric A free-response justification of the student's answer to the inference question.	Higher-order thinking C: Advanced application Phase 4 A2+ – B1 Text: - extended - concrete and abstract topics - informative Text length: 240 words

Writing topic : animals

Sample of part 1,2,3

Part 1: What is your favourite animal? ……………………….

Write a plan for the essay prompt below. Please note —You will write the essay in the next question. Write about your favourite animal. Include information about:

Name of your Favourite animal

Where does it live and what does it eat ?

What does it look like? (use as many adjectives as possible)

What does it eat and How do you look after your favourite animal (if it's a pet)?

Part 2:

Brainstorming (plan)

Part 3:

Write 30 words

I am excited to write about my favourite animal.

My favourite animal is a horse. It lives in the grassland. The horse has soft hair. Its colors can be black or brown. It eats hay and grass. I look after my horse by feeding it and clean it.

Finally, I love horses because they are beautiful animals.

نموذج على السؤال 4 Sample of part 4: inference question

Part 3: Inference Question

Last Summer

I have learned languages at school, but I have never used them. One day, I hope I can. My family are a traditional family. They like what they already know. They only take vacations to the local lake or visit nearby countries that speak our language. They like visiting bookshops, gift shops and clothes shops, where my mother buys luxury goods like silk dresses. However, my last vacation was really different.

My friend asked me to help him to sail his boat across the sea to Africa. The wind was strong enough that we didn't need the engine. The sky was clearing quite quickly and the sea water felt warm and clean. Where I come from, the sky is grey and brown circles appear on the ground when it rains. My home has a lot of pollution. Suddenly, the wind died. The boat stopped.

My friend said, "Let's use the boat's engine." As he was trying to start the engine, he handed me a book about it. He asked, "Have you ever studied French? Can you

translate this?" French was one of my school subjects and I was excited to use it, but this book was too difficult. So, my friend couldn't fix the engine.

We couldn't move. We didn't have enough drinking water and we had no food left. We were quite quickly getting hungry and thirsty. My friend used a square of the sail to catch fish. I asked, "Have you ever cooked fish?" He said he had. I remembered the water cycle and how to get water from the air. I took some plastic and very slowly began collecting drops of water.

That night, my friend saw a light. It was getting closer really fast. A voice shouted, "I'm here to help you!"

"Did you understand anything he said?" asked my friend. I understood everything. He was speaking English, my second language! I have never been happier than when I heard that man speak

- Why is the writer happy at the end of the story?

....

- Why is your answer to the inference question the best answer?

Use the information in the text above to support your answer.

....

Part 3: Inference Question

Salama's Celebration

Salama had always valued her special relationship with her close-knit family. However, in recent years, her teaching job had become much more demanding and changed this. I'm always looking after other people's children, she thought. I hardly have time to do anything for my own family! So, in order to bring her family closer, Salama decided to plan a traditional celebration.

She rang her mother, Fatima, to invite her, "We don't see you enough. You're always working!" said Fatima. "How about inviting more of the family? I know your eldest brother and grandparents would love to see you." As she thought about her brothers, she started to feel sad.

again when, suddenly, there was another knock at the door.

"Who could that be?" asked Salama with surprise, while Fatima smiled with happiness.

She thought about how they were all living in another country when they grew up. Her twin brother, Salim, had stayed in Kuwait when the rest of the family moved to the UAE. Over time, they lost touch.

"Do you hear much from Salim?" Salama asked her mother hopefully.

"No," Fatima replied. "He is so busy with his job, all his many friends and his children that we rarely speak to him." Fatima saw how sad Salama looked after the conversation, so she started to come up with a plan.

Soon, most of the family were talking about the event. On the day of the celebration, Salama 's home was full of activity. The smell of traditional dishes filled the air, which stirred

memories of her childhood with her brothers. Salama remembered helping her mother in the kitchen with Salim. It was a little hard, and a bit messy, but still such fun! she thought. Her happiness turned to sadness as she remembered that her twin would not be there to share the delicious food they had prepared that day.

As the sun was setting that evening, the family came together. The occasion was a moment of relaxation for them all, and they all took the chance to tell stories of their culture and customs. Salama found them so enjoyable that she didn't want the night to end. However, Fatima seemed anxious. She had spent the whole evening watching the window. The delivery of a beautiful cake cheered her up, but only for a moment. She was looking outside

- Why is the writer happy at the end of the story?

....

- Why is your answer to the inference question the best answer?

Sample of part 4: inference question
نموذج على السؤال 4

The strong wind whipped Omar's face as he stared out the airplane door. Dubai's desert stretched out below, a playground for his friends who all sported giant grins. Omar, however, was so afraid. He'd come to skydive, to brag back home. But now, his stomach is hurting.

One by one, his friends jumped and disappeared into the sky, their screams turning into laughter of happiness and excitement. At the end, Omar was alone. The jumpmaster, the guy who was jumping with him, smiled at him, and asked: "Ready?"

Omar's mouth went dry. He thought about his life, boring and safe. Did he want to live like that forever? He looked down at the tiny city, then back at the endless blue sky. He took a deep breath and said: ....

Part 4: Read the text and guess what will happen next: (2 points)

Part 5: Justify your answer with details from the text. (3 points)



Sample of previous Final Exam

Part 1: Opinion Question

Write your answer below. Use full sentences.

Do you enjoy watching television? Why or why not?

Write at least one sentence below.

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Part 2: Plan

Write your answer below.

Write a plan for the essay prompt below. Please note – this question asks for a plan, not a full essay. You will write the essay in the next question.

Write about your favourite television program.

Include information about:

- **where the TV program takes place.**
- **what happens in the TV program.**
- **why the TV program is your favourite.**

Part 3: Essay

Write your answer below. Use full sentences.

Write about your favourite television program.

Include information about:

- where the TV program takes place.
- what happens in the TV program.
- why the TV program is your favourite.

Write **at least 30 words** in sentences.

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Part 4: Inference

Text

Adventure in the Rainforest

Rashid and Hamed were well-known explorers. Years ago, when they explored Musandam, they discovered a strange natural harbour. This became a popular tourist destination. Now, they were doing research in the library and they found an old map. It showed a group of islanders building a city in the middle of the Amazon rainforest. These people disappeared generations ago. Rashid said to Hamed, "If the city is there, we will find it." They looked at each other, smiled and shook hands.

They made travel plans quickly. "We need to hurry," said Hamed. "The plane is leaving in two hours. When we land, I suggest getting a boat and a boat instructor. The instructor will help us communicate in the local language. It will be easier to get a boat if we can talk with the local people. A boat is the fastest way into the rainforest." On the plane, they studied lots of books so they would know what the city looked like.

They travelled a long way down the river before it got dark. "Why don't we camp here?" suggested Rashid. They were eating a meal when they started to hear a strange noise.

"I think we should make a fire. It will probably keep any dangerous animals away," said Hamed. The next morning, Rashed was woken up by Hamed.

Hamed was holding something. "Look at this," he said. "I'm sure this is a piece of a very old pot. It has some strange writing on it."

Rashed looked at it and said, "I don't know what it says, but this was in the books. I think we are close!"

Hamed looked at the map. "Let's keep going," he said.

They continued down the river. Rashid said, "It's very strange. The forest is becoming lighter and there are far fewer trees. Suddenly, they arrived at a large area that had no trees. They left the boat and looked around. There were many large stones. Then, they saw it - a large stone tablet with the same strange writing on it!

Part 4: Inference Question

Write your answer below. Use full sentences.

What did the explorers find?

....

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Part 4: Justification Question

Write your answer below. Use full sentences.

Why is your answer to the inference question the best answer?
Use the information in the text above to support your answer.

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Part 5: MAZE

Read the text and circle the correct word(s) to fill the gap.

Dear Leila,

How 1 _____ you?

I want to 2 _____ you soon. I want to show you 3 _____ new shoes! I now run every day! My sister 4 _____ too. We don't have 5 _____ time in the week. We run at the weekend. I want to run more each day.

Speak soon,

Fatima



1.
a. are
b. be
c. is

2.
a. see
b. saw
c. sees

3.
a. me
b. my
c. her

4.
a. come
b. comes
c. coming

5.
a. many
b. some
c. much



Part 6: MAZE

Read the text and circle the correct word(s) to fill the gap.

The Weather

Did you **1** _____ about the weather last week in the UAE? It rained really hard and it made history. Most of the time, the temperature is very hot here **2** _____ the sun went away. It **3** _____ very black outside. My mum told me to **4** _____ my brother. He was afraid. He went under his **5** _____ quickly. It rained very hard and it was too **6** _____ anywhere. Most people **7** _____ at home because the streets **8** _____ filled with water. It wasn't safe to **9** _____. When the rain stopped, the sun came out. Everything went back to normal.

1.
- a. hearing
- b. heard
- c. hear

2.
- a. or
- b. but
- c. and

3.
- a. go
- b. get
- c. got

4.
- a. look after
- b. looks before
- c. looking around

5.
- a. small, red bed
- b. bed red, small
- c. small, bed, red

6.
- a. dangers to come
- b. dangerous to go
- c. danger to went

7.
- a. stay
- b. stayed
- c. staying

8.
- a. be
- b. was
- c. were

9.
- a. drive
- b. drove
- c. driven

Part 7: Reading Text 1

Read the text and circle the correct answer.

Eating Well

I'm Ms. Latifah, your new teacher. It's time to start eating well. It is good for our bodies. An apple a day makes the doctor go away! Foods like red and green apples are good for us. Sometimes, I eat cheese with my apple. In the morning, I cook some eggs. Bananas help you to think. I have a banana in class. Drink a cup of soup for lunch. It makes you feel warm inside. Soup helps you to feel better when you do not feel well. Have soup instead of sweets! I also enjoy green vegetables. They help you when you feel tired. Buy more fish. Eating fish is good for your hair and eyes. Sometimes, I have some fish and rice with a cup of milk for dinner. I try not to eat potatoes. Lastly, I don't drink tea. It's not good for you. I drink six glasses of water every day. You can too!

1. What does Ms. Latifah take to school?
   a. an apple
   b. a banana
   c. some cheese

2. When you are cold, eat ______.
   a. sweets
   b. eggs
   c. soup

3. What can you eat when you don't want to sleep?
   a. vegetables
   b. fish
   c. potatoes

4. ______ helps us see better.
   a. A plate of fish
   b. A bag of chips
   c. A bar of chocolate

5. What does Ms. Latifah say about tea?
   a. She doesn't like it.
   b. She had some today.
   c. She drinks it in the evening.

6. Ms. Latifah says to have ______ every day.
   a. water
   b. milk
   c. tea

Part 8: Reading Text 2

Read the text and circle the correct answer.

School Clubs

I'm Rashid and my school has exciting clubs. Students in the dish club like food shopping and trying new food. In the science club, people love wildlife. They want to keep it and its home safe. There are lots of students in the desert club!

Students in my club think the desert is beautiful. We live in the countryside and we don't think it's dangerous. Instead of bikes, we learned how to drive small cars. The cars had four big wheels to drive on the desert well. We were excited to see how fast the cars could go. We learned how to stop and go over the sand quickly. We left our first desert trip knowing how to drive quick and safe.

The second trip was to learn about camping. This time, we stayed for three nights. I couldn't make any calls from the desert, so I left my mobile phone at home. We learned how to build a fire using wood and leaves. We cooked fish on it instead of using a cooker. We told exciting stories because we did not have a television to watch. There were no drums, so we put our hands together and made noise with our feet as we sang. We learned how to get on without present day machines.

Activities outside of the class are popular. They help us to learn important things about many subjects. Which club would you choose?

1. Students in the dish club ______.
a. visit the zoo
b. go to the supermarket
c. take a trip to the desert

2. The main point of science club is to ______.
a. meet new people
b. help build houses
c. look after animals

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3. Rashid thinks the desert is ______.
a. wonderful
b. unsafe
c. boring

4. How can cars move on the sand?
a. They use their large wheels.
b. They are the right size for the desert.
c. They go really fast.

5. Why did the club go on their second trip?
a. to know how to play instruments
b. to use a fire to cook meat
c. to learn how to live in the desert

6. On the second desert trip, the students ______.
a. used an old telephone
b. slept in a hotel
c. lived without modern things

7. What is the story mainly about?
a. how to join a school club
b. which club is the most popular
c. the adventures of the desert club

Part 9: Reading Text 2

Read the text and circle the correct answer.

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Activities outside of the class are popular. They help us to learn important things about many subjects. Which club would you choose?

1. The first paragraph mainly ______.
   a. explains how animals are saved
   b. tells us Rashid's favourite club
   c. describes different clubs

2. The second paragraph is mainly about ______.
   a. riding in the desert
   b. what the desert looks like
   c. how safe the desert is

3. The third paragraph is mainly about how ______.
   a. long it takes to go camping
   b. to have fun in the desert
   c. many machines the students use

Thank you